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INDIANA STATE TEACHERS COLLEGE

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THE TEACHERS COLLEGE JOURNAL

Volume XXIV

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THE JANUARY COVER

The January Journal is devoted to Special Services. Among the services discussed are those concerned with student housing. The picture on the cover is Parsons Hall men's dormitory at Indiana State.

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Special Services at Indiana State

It has been the policy of the Teachers College Journal to devote certain issues of the Journal to the many aspects of the college itself. These issues have set forth the philosophy, the aims and objectives, and the functions and activities of the various facets of the college. The March-April, 1950, issue described student personnel services; the May-June, 1951, Journal presented a series of articles concerning the Laboratory School; the March, 1952, Journal was devoted entirely to the academic departments; and the October, 1952, issue set forth the program of the Division of Teaching. In continuing this policy, the present issue of the Journal is devoted to some of the special services or extended services provided at Indiana State Teachers College.

The teachers college is concerned not only with the academic and pro-

fessional preparation of its students but with their welfare and total adjustment—both present and future—as well. To provide for these additional objectives, specialized agencies or departments have been created. The aims and functions of these agencies are not necessarily isolated from the aims and functions of the other agencies and aspects of the college—all are interdependent and interactive, and considerable cooperation must be maintained in order to attain the desired outcomes. However, each of these special agencies has a specific responsibility and provides a definite service for the students. The articles contained herein, describe the services rendered specifically by each of these agencies.

Among the special services provided at Indiana State Teachers College in addition to Student Personnel

Services are: Health Services, Placement Services, Student Housing, Alumni Services, Library Services, Extension and Audio-Visual Services, Public Relations Services, and Student Union activities. Each of these services has its role to play in the physical or general welfare of the student or in the social and emotional adjustment of the student. The successful teacher is one who not only is well-prepared academically and professionally, but who also has a well-adjusted and wholesome personality. The ultimate goal of the special services is primarily concerned with the latter.

On behalf of the editorial associates, I wish to thank the persons directly responsible for these services for their splendid cooperation in submitting the material which makes this issue possible.

CHARLES HARDAWAY
Editor

The Teachers College Journal seeks to present competent discussions of professional problems in education and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are

welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

Extension Services at Indiana State

V. L. Tatlock

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Extension services offered by Indiana State Teachers College have developed in harmony with the statement in the current catalog which reads: "It is the policy of the College to offer any cooperative services that may contribute to the solution of problems of former students and their communities."

Since the problems of former students vary widely from year to year and are produced by so many interacting factors, the profile of these services will show certain features that persist as continuous activities and other features that fluctuate in importance.

Among the continuous activities are the two persisting fields of non-resident study in off-campus extension classes and in individual home study by correspondence. The extent to which these two services are utilized by those seeking college degrees is revealed by a survey of the records of the 435 candidates for the bachelor's degree in the 1952 class. It was found that 113 of these candidates or 26% had taken one or more courses required to graduate by correspondence and/or extension. In the aggregate these 113 class members had earned 10.9% of the total credit required for graduation by these methods. It should be noted that a part of the credits earned by extension by this group were in classes held on campus in the evening or on Saturdays, as the practice of the college has varied during recent years in the method of registering on-campus classes which meet in the evening or on Saturdays.

The comparison of a similar survey of the graduating class of 1928 emphasizes the persistence of these two services over the past twenty-four

years. In 1928, 46.2% of the candidates from the four-year course presented correspondence and/or extension credits as a part of their requirements to graduate. The aggregate of such credit presented by 152 members of a class of 329 was 6.7% of their total credits.

The peak number of registrations in extension classes was reached during the year 1947-48 when 2,404 registered in 87 classes. Correspondence registrations are still continuing to increase rather consistently year by year totalling 858 different registrations for four-quarter hour courses during the year 1951-52. Only undergraduate credit may be earned by correspondence while both undergraduate and a limited amount of graduate credit may be earned in extension classes.

At the time of the writing of this article, the location of correspondence students presents an intriguing picture. In addition to 297 students who reside in Indiana, 67 live in the closely neighboring state of Illinois, while 83 others are scattered in 26 other states and the Canal Zone. An additional 76 in the armed forces have A.P.O. or F.P.O. addresses at San Francisco, Seattle or New York. Registrations through the Armed Forces Institute was begun in 1943 and has fluctuated with the varying sizes of such forces since that time.

The selection and assignment of faculty members to teach courses by extension and correspondence is generally arranged by the Director of Extension, but requires the approval of the respective heads of departments concerned and the Dean of Instruction. This results in the same instructor who teaches or has taught

each course on the campus being assigned to that course when given by correspondence or extension.

With the appointment of a full-time person as Director of Extension in 1939, the variety of services performed has continuously increased and broadened to include, among other things, the development of a library of educational motion picture films and filmstrips for extensive use on the campus and for rental to public schools in the nearby area. Accompanying this service of teaching materials is an available advisory or consultation service to assist school systems in their development of audio-visual programs of instruction. This activity will be housed in an audio-visual suite of rooms in the Education and Social Studies Building to be completed in the fall of 1953.

Cooperation with county, city and town school systems in organizing for the professional growth of their teachers in general, or special problem areas, have also been undertaken. Such activities have taken the form of joint institute meetings, workshops or study and seminar groups in individual school systems.

During the past three years, Indiana State Teachers College has joined with Ball State Teachers College, Purdue University and Indiana University in a state-wide cooperative program of non-credit adult education services. The professional services of faculty members of all four of the state institutions of higher education are thus made available to any community group interested in improving local social, economic, cultural or general educational conditions. Likewise, these four institutions and the Indiana Historical Society promote and conduct a series of Historical Institutes on the sites of scenes of historic importance each year. These are designed to perpetuate facts in Indiana history and to stimulate a wider familiarity with and interest in local history and the exact spots where important history was made.

After reviewing the more important phases of extension activities during recent years, an exploration of the

historical origin of such activities in the life of the College discloses that the first college catalog to carry any statement about extension services was the 1922-23 issue which included the following statements:

"The Indiana State Normal School is ready to offer extension work in the following courses of instruction regularly taught in the school. . . . Any persons seeking general culture growth or professional advancement may enroll in these courses."

During that college year, records show 29 different instructors taught 65 off-campus classes enrolling 1,213 students. There were 171 students registered that same year by correspondence.

A list of "regulations governing non-resident study" was "adopted by

the faculty of the Indiana State Normal School" to become effective on September 1, 1927. These were printed in an official bulletin in August, 1928.

The life span of extension services therefore, covers approximately thirty years. During this rather brief period, however, the true operational area of the College has been extended to more than half of the states of the union and to many foreign countries. This broadening circle of influence has reached many who have never sat in the campus classrooms and many who are not in the profession of teaching. It has assisted teachers in accelerating their professional training and improving their income level. It has served the State in improving the qualifications of teachers and ad-

ding to the numbers of qualified teachers. Many faculty members have improved their knowledge of conditions in local school systems by their excursions to reach off-campus classes. Many valuable personal acquaintances with local teachers, administrators and community leaders have also been gained. Finally, it appears that extension services have accomplished what they set out to accomplish, that is, the influence of the campus educational program has been extended to larger and larger areas and, at the same time, the interest and influence of ever-increasing numbers of individuals have been focused on the campus. The accomplishment of both results has produced a stronger college as well as improved community educational programs.

Teacher Placement Bureau

Wayne E. Schomer

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How do I proceed to locate a job? What areas should I select to prepare for the fields in which there are the greatest job opportunities? What is the ethical procedure for securing a better position while under contract? What do employers look for in considering candidates for positions? How should I conduct myself in an interview? How am I to decide which position to accept when several are offered? These are typical of the many questions confronting college graduates entering into or seeking promotions in their chosen fields of endeavor. Often, as a result of not finding answers to such questions, well-trained, socially-adjusted persons accept positions for which they are not suited and in which they may ultimately fail. College placement

bureaus may, to a great extent, justify their existence in direct proportion to the degree to which they help satisfy these needs of their graduates.

Not too many years ago placement bureaus were thought of as referral offices only—a central place where vacancies could be reported by employing officials and graduates interested in locating positions could check the various listings. This type of placement service was and could very well be handled by office secretaries. Professionally trained staffs were not a necessity in the referral type program. However, with the newer concept of extended placement service, professionally trained personnel are heading the bureaus and the term "placement" no longer describes the services offered. Perhaps the more

modern offices should rightly be called "Bureaus of Professional Counseling."

Indiana State Teachers College in June of 1947, as a result of considerable study, planning, and effort on the part of the President, completely reorganized its placement services. Operating under the newer philosophy of placement the Bureau has made rapid progress in all areas of activity.

Over 3800 new positions have been secured by seniors and alumni who have been served by the Bureau during the past five years. Had it been necessary for these graduates to use facilities of commercial placement agencies they would have had to pay fees and assessments amounting to more than \$300,000.

Even though the Bureau has experienced an acute shortage of well-qualified candidates for administrative positions, seventy-one persons have been placed in administrative positions in Indiana and surrounding states. These placements resulted from the five hundred five requests for administrators received from 1947 to 1952. With a more adequate supply of well qualified candidates many

more placements could have been made.

A noticeable change has taken place in the attitude of Boards of Education regarding the relationship of the Indiana State Teachers College Bureau in the selection of superintendents. In 1947 and 1948 it was found necessary for the Bureau to ask Boards for invitations to assist them in the selection of superintendents. During the past two years the Bureau has participated in the selection of practically every superintendent in Indiana. This participation resulted from cordial invitations on the part of the Boards.

The Bureau has extended its coverage to all 48 states, territories, and many foreign countries. The number

of requests for candidates has increased from 3351 in 1947-48 to 6760 in 1951-52. The number of current registrants with complete credentials has increased from 65 in June of 1947 to 2596 in 1952.

A non-teaching placement service has been established and expanded during the past five years. Representatives of business and industry are listing an increasing number of vacancies with the Bureau. The activity of the Bureau in this area of placement has been limited only by the small number of candidates available. Approximately 90% of all non-teaching graduates registered with the Bureau have been placed during the five year period.

The alumni have responded well

to the extended services of the Bureau. Each year more and more graduates of earlier years are taking advantage of this service. This is evidenced by the fact that in 1947, 47.5% of the volume of business of the Bureau was with the alumni whereas in 1952 60% of the volume was with this group.

Every effort has been made by the Bureau to work cooperatively with every other agency of the college. An advisory committee, representative of the faculty, administration, alumni, and student body meets periodically with the personnel of the Bureau to discuss policies. Each year the various departments of the college are asked to meet with representatives of the

(Continued on page 65)

The Residence Hall—An Educational Unit

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The majority of parents permit their daughters to attend the college of their own choice. Both the parents and the daughters use as one of the most important criteria for selecting a college, the provision it makes for appropriate housing. That provision cannot be fulfilled by merely supplying bed, board, and other physical comforts, because the needs of the students are more far reaching than that. For most of these young people, going to college represents the major break from childhood to adult life and the adjustment required of them is considerable. They must make the change from the closely knit small family group to a less intimate relationship with a large group of friends and associates. They must make the scholastic change from supervised to unsupervised study. The residence hall constitutes a great portion of the students' environment during this

most crucial period of college life. For this reason, there is an increasing awareness on the part of administrators of the advisability of utilizing the residence unit as an educational facility. Wise administrators are including them in the over-all educational plan. They are making an attempt to capitalize on and integrate the social, recreational, cultural, and intellectual phases of group living.

From the point of view of individual development, the group of contemporaries living in the hall supplies, in a measure, the support needed for the individual to break away from the family social unit. The late adolescent finds great comfort in living among other people who must solve the same problems she faces. Her difficulties can be worked out with the help of others who face the same problems even though their solutions may be different from hers.

While the student is coming to know herself as an individual through experience in such aspects of student life as "bull sessions," student activities, and dates, she learns also her place among others. She learns to discriminate in the matters of ideas, ideals, and persons—she establishes an action pattern and a value pattern which add greatly to the formulation of a philosophy which is truly her own. The broadening effect of this rich experience aids the student in living for adult life.

Cutting away the family "apron strings" and developing a pattern of living are in some ways painful but in most ways a thrilling and exacting experience. The student is stimulated by all of those about her. She discovers myriads of new interests and develops many new attitudes. As many of these as possible must be recognized, nurtured, and helped to grow. This supports the theory that the residence unit must be capitalized as an educational unit because newly-developed interests will be first recognized by those closest at hand. This person in charge of the hall, therefore, must be an educator so that new interests may be recognized, encouraged, and directed.

The end products of the maturing experiences are found to be largely in

the areas of human relationships, and it is also evident that the process of learning is rooted in dynamic social forces. This establishes the educational sphere of the residence hall to be centered in the realm of human relationships rather than in the academic realm. It is a natural laboratory for learning in that there is reciprocal individual and group responsibility for promoting common purposes, interests, and concerns. Not only are number and variation of experiences required, but also appropriate timing and gradation are just as important to learning in the hall as in the academic-centered situation. Such gradation is an important factor in the gradual and progressive development of an individual. It provides the stimulation necessary to greater learn-

ings and to the assumption of more mature responsibilities.

Both the college and the residence hall experience make valuable contributions to the maturing process. They may be lost, however, in certain pitfalls which the residence hall staff should help the student to avoid. This means that both the staff and the student-planning group must be alert at all times to the many forms and consequences of the problems of severance from the family. Sympathetic and intelligent observation of individual students by the director, by the house council, by the "big sisters," and by more mature house members make it possible to extend help to them as soon as problems are felt or their presence demonstrated.

It is a recognized consensus in educational thought that the student gets a large part of his education from the

surroundings in which he lives. For that reason college administrators in the present day evidence genuine concern in the matter of providing the kind of residence environment which permits fulfillment of this broadening concept. "The responsibility cannot be discharged, nor the housing problem solved, if the need for bed and board is permitted to remain that alone, or is regarded as nothing more than a matter of physical welfare. If proper recognition of the importance of student housing to higher education ever becomes a universal reality, it will mark not only the greatest change in student personnel administration in the history of higher education in America, but also will represent a basic change in American educational philosophy as well."¹

Dormitory Services for Men

Marion G. Glascock

Director, Parsons Hall
Indiana State Teachers College
Terre Haute, Indiana

When you read Pitkin's *Life Begins at Forty*, you can see the implication that life can also begin at a much later time in one's own life. When we assumed the directorship of Parsons Residence Hall, we found that life, for us, was beginning at a much later time in life than forty.

When we were asked, "Why take such a position?" we wondered. However, we did so because we were reluctant to leave college atmosphere and the pleasure of the association with young college men and women. In assuming such a position, one does not realize the many and various problems that can arise in the administration of a Mens Residence Hall. We had had no previous experience in such a position. But upon accepting the Directorship of Parsons Hall, we began to get ideas, form plans,

and accumulate information and advice from friends.

Early at the beginning of the fall term, the rooms of Parsons Hall, were divided into sections. The men of each section elected one member of their group as their representative. In all 14 men were elected. These men constitute the Parsons Hall Council. The council has a duly elected set of officers. A council meeting is called once a month or more often if needed. Minutes are kept of each meeting in order to have a permanent record of the activities of the council. The function of this council is to represent the men of the hall in their relations to the administration of the hall and college, to form policies, to authorize the expenditures of hall funds, to arrange functions, and to pass judgment on disciplinary cases.

We feel that the primary function of a Residence hall is to furnish a college home for its students as near like their own homes as possible. We have tried to impress the men with this idea and enlist their help to realize this objective. To date the results have not been too satisfactory. If parents of some of our men were to see the condition of their son's room, the halls, lounge, and recreation room they might not be proud of their son's housekeeping habits. However, we still have hopes that, with the aid of the council, we can educate the men to take a pride in their college home and do all that they can to make it more presentable.

Young men, in college, should receive some training in the more acceptable customs and manners of life. To offer our men an opportunity for learning these, the council requested

¹Robert M. Strozier, *Housing of Students*, American Council on Education Studies, Series VI—Personnel Work in Colleges and Universities, Number 14 (Washington: American Council on Education, July, 1950), p. 1.

that all men be fully dressed with coats and ties or sport clothing for Sunday dinners and guest nights. The men have responded well to this request.

The opening week of school we had an informal party for our Freshmen. Later in the fall term we entertained the women of Womens Residence Hall. There was dancing, the music furnished by men living in the hall, and refreshments were served during the evening. There was a large crowd and all seemed to enjoy the evening.

Also, during the fall term we entertained, at dinner, on separate evenings, the college Administrative Staff and the Heads of Departments. At these dinners the members of the council, assisted by other men of the hall, acted as hosts for the different tables. The arriving guests were met by the hosts who introduced themselves and conducted their guests to the dining room. Other men of the hall, who had no special assignment, were seated at the different tables after being introduced to the guests at that table. These hosts were re-

sponsible for their guests from the time the guests arrived and until they departed. In as much as our meals are served in cafeteria style, it is difficult to have table hosts for all meals. If this were not the method of serving we feel that much could be done toward teaching acceptable table etiquette.

The residents of Parsons Hall pay a house fee when they register for their rooms. This money is used in providing recreational equipment, daily papers, magazines, parties, decorations, and other activities in which the Hall takes part as a group. The hall now has a television set, a radio, two ping pong tables, and several leading publications.

During the Homecoming and Christmas festivities special committees were in charge of decorations. Table decorations at the dinners were in charge of chairmen who selected helpers. It is the plan of Residence Hall to have at least one general party each term when the men can entertain their girl friends. Two exchange dinners with the Womens

Residence Hall are planned; January 14 is the date of the first of these. At these dinners a group of our men will exchange places with an equal group from the Womens Residence Hall.

At present, we have two guests rooms that are provided for the convenience of visiting parents, men friends, or former students who made Parsons Hall their home while here at Indiana State. The furnishing of the old lounge, in the west end of Parsons Hall, is now in progress. When furnished it will be equipped with new carpet and furniture. This will provide a suitable lounge for visiting parents and friends of the men of the Hall.

As stated in the beginning of this paper, we did not realize what a tremendous responsibility we were accepting. But since we have been here for two terms and are in a measure "broken in", we are not at all regretful for having accepted the position. We feel that we will enjoy our stay here, however long or short it may be. All that we ask is tolerance and cooperation from the men of the Hall, and we, too, shall try to measure up.

Some Thoughts On College Library Service

Hazel E. Armstrong

Librarian

*Indiana State Teachers College
Terre Haute, Indiana*

The primary concern of any library is service to its clientele in their various professional and recreational activities. For a college library, this concern centers around its faculty members and student body. There is a fascinating body of duties, some behind-the-scene and generally not apparent, that must be carried on regularly and consistently for the provision of this service. Although the various aspects of library effort merge and overlap, there are, in general, three: selection and acquisition of materials, their preparation for use,

and their actual conservation and use. This last, of course, is the one best known by the public.

Everyone is more or less familiar with libraries in general, but few seem to understand what actually goes on in the preparation of materials for use. In the first place, such a mass of published material is issued every year that the specific needs of the college for the present and possible needs of the future must be kept constantly in mind so that selections meet the requirements of the users. Of course, the money available for pur-

chases and its fair distribution among the subject fields in order to maintain a balanced, up-to-date collection also have important bearing on the choices made. Many of these materials selected are very difficult to obtain either because of peculiarities of bookkeeping procedures or because of obscure, incomplete or irregular listing.

When the final selections have been made by the faculty members and the librarians, the staff is ready to go to work on the preparation of these materials for use, the behind-the-scene work seldom seen by the public. There are, of course, books, books, books to care for; but there is also a bewildering but delightful stream of pamphlets, pictures, courses of study, units of work, government documents, illustrative objects of one kind or another, charts, maps, microfilms, microcards, filmstrips, slides—

all grist to the library mill. Where will these be best used? How are they to be economically prepared for use so that they can be found and quickly assembled for use according to a variety of needs? And how can they be easily used and still be reasonably safe from the pilfering, selfish person who seems always to be with us?

All of these materials must be placed somewhere with symbols of some kind as keys to their location whether in the stacks, in the reading rooms or elsewhere. Thus they are classified and a guide called the card catalog is then prepared. American librarians have been accused of being so enamored of this intricate tool, the card catalog, that the needs of the user have been forgotten. Not so, because the cataloger always keeps in mind, "What will the user look for or expect to find?" She attempts to make the catalog as simple as possible. However, as the book collection grows, the catalog grows, too, and becomes more complicated to use. Even so, it is superior as a tool to the European printed catalog in book form, and our students are increasingly skillful in using it as a first approach to library materials.

At this point those responsible for the distribution and circulation of library materials take over and carry on the work that is participated in by the user, and it is at this point that the meticulous work of selection and preparation of materials bears fruit. Here at Indiana State Teachers College it has long been our belief that students should be able to use the library with some ease and efficiency. The college library is, therefore, organized and administered with this idea always in mind. All students are required to take a course in the use of the library during their freshman year, and they are encouraged to help themselves as much as possible. When help is asked of or given by the staff, the students are included in the search with the hope that they will thus add to their acquaintance with the library.

Also, the whole book collection,

with a few exceptions, is open freely to the students at all times with stack privileges for everyone. And the stack room is used as a study or reading space by many who prefer it to the regular reading rooms. Here the student may browse to his heart's content and select the books best suited to his particular purpose. The library tries to cooperate with the faculty members in their efforts to have students read widely by placing no limit upon the number of books borrowed, provided there is no conflict with the needs or wishes of others. When there is a conflict the students readily recognize the rights of others and have a valuable lesson in practical democracy. In their contacts with students, the members of the library staff try to explain the how and the why of the use of materials, whether indexes, yearbooks, handbooks, bibliographies, etc. They work together as a team unselfishly and without guile. Service suffers without this teamwork in a library, because no one person can know all that goes on in a given day with the constant stream of materials being added, used or withdrawn. Such sharing of effort and knowledge is the thing that makes a library "click"; it is really the culmination of all library activity and provides unity so necessary for good service.

When a student or faculty member needs help, it is freely given by any staff member, but for any question requiring a search for materials the service of a reference librarian is available during the busy part of the day. She assists and guides the student in re-thinking and restating his problem so that all ambiguities are eliminated before the actual search is begun. She introduces him to the various books and bibliographies germane to his quest and helps him in every possible way. Once the material is in hand, it is his responsibility, of course, to use it according to his needs. This is one of the most important and rewarding aspects of library activity and requires not only good training but broad experience combined with a friendly attitude.

Although libraries are more generally available to the public than ever before in this country, there are still many young people whose first library contacts are made in college. The members of the administration of this college recognize this fact and include in the Freshman Orientation Program a visit to the library for every freshman. A rather chatty introductory talk about the library is given to each of these groups of young people by various members of the staff, each in her own way, in the hope that when they visit the library later they will feel at home to some extent, at least.

Users of libraries expect to find books but they are not yet accustomed to find other materials such as maps, charts, pictures, slides, filmstrips, recordings of music and speech, playing machines, and objects of various kinds. In recent years, Indiana State Teachers College, in common with other college and public libraries in the country, has been building just such a collection that is related to the various subject fields of the curriculum of the College. These materials are used, along with books of course, with increasing effectiveness by students in their class work and in their student teaching. It is not uncommon to see a student leave the college library with a record-player, some records, a few well-selected pictures or maps, and some illustrative objects such as a papiermaché set of dentures.

While every effort possible is made at Indiana State Teachers College to make the student feel at home in the library and to have materials freely available to them, the conservation of certain materials necessarily imposes a few restrictions upon distribution in order that the greatest number may be served both now and at some time in the future. This is one important function of a library. Had not some thoughtful person preserved the Dead Sea Scrolls, for instance, had not the monasteries conserved the precious manuscripts during the Dark Ages, and had not valuable materials been placed in safe places dur-

ing the bombings of World War II, the cultural world would be poor, indeed, today. Libraries have given valiant performance in this respect of work that is too often referred to in flippant vein by the more superficial user.

A recent and perhaps little known development in the library field that is of value in the distribution and conservation of materials is the use of microfilm and microcard for the reproduction of books and periodicals. These are reduced in size, and for

reading a machine containing a screen must be used. This machine, unfortunately, is at present time too large to carry home so that distribution is limited somewhat. The library at Indiana State Teachers College is slowly acquiring a collection of newspapers and periodicals on microfilm or microcard in order that storage space may be saved. So far, books in this form have not been purchased here although many old and extremely valuable publications are now appearing in one or the other of these forms. Thus many

scarce books formerly available to the scholar in only a few and perhaps distant places, may now be secured on microcard or microfilm for use in almost any library.

All of these library activities have one purpose—service to its clientele which in this case is the student body and the members of the faculty. These are very important people in the college library world whose cooperation is asked by the library and whose needs are our thoughtful concern.

Alumni Relations

H. Kenneth Black

*Director of Alumni Relations
Indiana State Teachers College
Terre Haute, Indiana*

The cultivation of the alumni by the college is growing rapidly in importance. The appreciation of college graduates is by no means confined to the institutions that nurtured them for the impact of seven million college-trained Americans on the social, industrial, and economic system of the country is gradually but very certainly receiving recognition. The recognition comes not alone from the colleges and the alumni themselves, but from the large majority of citizens who emulate their examples by seeing to it that their own sons and daughters receive educations that were denied their forebearers. The effect has been the tripling of the number of college alumni in two decades. The increasing value of this group to the country as well as, of course, to their colleges has given an increasing importance to alumni work.

It may be said that the major objective of alumni organizations should be to join the alumni body together in practical fashion for the furthering of the interests of the alma mater.

To better work toward the objective

here at Indiana State, it was thought that establishing a definite relation between the college and its alumni would be a key factor in maintaining a functional organization which would reap mutual benefits for both the alumni and the college.

The relation between the college and its alumni has been likened to a two-way street. It is not possible to produce and continue the alumni relationship where all the giving is in one direction. The college has, it is true, provided its graduate with his weapons for life whether they be the profession in which he is engaged, the general cultivation that enables him to understand his fellow man, or to find relaxation and respite within himself. These are three priceless contributions and it is conceivable that no further effort is felt to be necessary toward him on the part of the college.

Nevertheless, it is merely human nature that the alumnus, if successful, might often believe that some of the elements in his success were innate. If the college offers him nothing be-

yond his diploma, it is not wholly the fault of the alumnus that he tends to forget or minimize the part Alma Mater had in nurturing him.

The other way of the street is more obvious. A college must have a constant flow of high grade prospective students and of gifts: whether art treasures, books, cash, buildings, and lands. Above all, the flow must include thoughtful good will which will watch the interest of the college in such matters that will promote its general welfare and in such matters that will protect the general welfare of the college.

So the task of the alumni worker is to act as a liaison officer between the college and its alumni.

To better establish the alumni office with its work there should be a few underlying objectives. At Indiana State we have three objectives:

(1) To keep our alumni well informed concerning college activities.

(2) To encourage our alumni to represent the college in their communities.

(3) And finally, to encourage each alumnus to make some contribution to the college in the manner of good will, membership, and active support through club work, etc.

To reach the three objectives listed above, three requirements are basic:

(1) Proper alumni office records.

(2) Proper office personnel and machinery.

(3) Proper attitude toward the alumni.

Let us consider the facilities of our own alumni office.

RECORDS

Alphabetical File—

The alphabetical file is so important that we call it the master file. This record carries the name of every ex-student of which information can be obtained.

The Class File—

In our office this file is a card file dating back to the first year the college listed graduating classes, 1872 (Indiana State Normal was founded in 1870).

The Geographical File—

This file consists of grouping by counties, in Indiana, and grouping by state and metropolitan area throughout the United States other than the state of Indiana.

It is through this system of grouping that contact may be contained with the alumni in many of the varied needs and functions that constitute the activity program of this office.

In addition to maintaining this relationship with former students of Indiana State, another group and a very important group might well be given some first class consideration. This is the undergraduate group, the alumni of tomorrow. The student influences the attitude of his community

toward the college. Furthermore, and most important, the student whose college experience has been satisfactory will likely become a loyal alumnus.

It is proper to assume the undergraduate contacts are procedures that lead to activities that both the alumni worker and students enjoy and share mutual recognition. The contacts tend to begin the crystallization of the idea of becoming "an active alumnus" following graduation.

This phase of alumni work is the result of realizing the importance of recognizing the student body as an integral part of the present and future alumni. It also constitutes one of our best outlets for public relations.

In case of our college not only are there those who are or may be directly concerned with it economically as well as in the other ways: there is also a broader public in whose eyes the institution still has a natural and worthwhile desire to stand high in good will and respect. In order to make a contribution to the welfare of the college, the student approach has resulted in gaining a very desirable and cooperative ally.

The ultimate aim in any good neighbor policy is to inspire self-initiated cooperation. In another way

of stating our purpose for being might well be stated as "our main concern is that of retaining alumni loyalty".

Any remarks dealing with the question of alumni cooperation must necessarily include subject matter that has been thoroughly discussed by alumni authorities more experienced than the present writer. Dr. J. L. Morrill, vice-president, Ohio State University, in a paper read before the National Convention of Alumni Secretaries at Columbus some years ago, made this very comprehensive statement:

"It must be recognized that the colleges and universities of this continent have created the concept of alumni organization, loyalty and support—unique in the whole world history of higher education—indigenous to America in the Western World. They have developed that concept into a positive force in the social order—a powerful influence in the whole area of private philanthropy and a phenomenon well recognized in the arena of practical pressure politics. The alumni in America, as in no other land, have helped to build the institutions of higher learning—by their interest, their gifts and their organized sponsorship of state appropriations."

Health Service Department

Floyd Riggs, M.D.

College Physician
Indiana State Teachers College
Terre Haute, Indiana

About one hundred years ago the president of Amherst College noticed that several students had to drop out of school because of poor health. From these findings the first college health service had its beginning in Amherst College. Other institutions followed slowly. In 1920, through the efforts of Dr. John Sundwall and Dr. Warren Forsythe, a national organization was formed and is now known

as the American College Health Association. Approximately two hundred of the leading colleges and universities are members of this organization.

Indiana State Teachers College has been a member for several years and has had a limited health service plan for several years more. The first campus physician came about thirty years ago. At that time some physical examinations were made and some

health service was given to ill students. At the present time we have one physician and one nurse working in one of the most modern health service plants that can be found anywhere.

The health service today is an important part of practically all institutions and they vary as the schools. Some schools have part time nurses, part time physicians and some have elaborate services with full time nurses and physicians in which complete medical and surgical treatments are given. These services are paid for in a number of ways, such as health fees and various types of insurance schemes. Our medical service is very liberal and we maintain a limited hospitalization and surgical service

which is paid for from a portion of the contingent fees.

The health service department must have as its major purpose the principle of serving the whole student. There are as many varieties of health as there are of disease and we should never forget it. Oftentimes students are guided by traditions and from information not trustworthy rather than reasoned intellect into ways of living that are not good. Students do have their problems minor and major. They do become ill and are anxious to improve, to get well, to free themselves from disturbing conditions. Some students bring good health and good health habits to school; some bring lesser degrees of health along with physical defects that are often minor yet some are often very marked and important. These defects are not always organic in nature, they may be the result of a way of life that is very poor. Some students are able to pay for their illness and care while some are not. Each student brings a past as he enters our classrooms and other extra curricular activities, and with it he brings a body, a mind, a soul, the product of that past. I wonder if we really take enough time to acquaint ourselves with the immature, plastic, disturbed and often excited individual to see what is going on and to see in what way we may play our part in helping to educate a whole person to become understanding, superior if possible, but at least consistent with the laws of life.

Entrance health examination are given to all entering freshmen. Health consultations are given when students go from the junior to the senior college and again preceding graduation. At the present time we have begun a newer way of making entrance health examinations. The first and general part is done during orientation period and a second time we try to consult individually and privately. The first part is done with the physical findings the important aspect, we think in terms of the heart, the lungs, or the organic individual while in the second part we are trying to

think of a whole human being.

Annual chest x-rays are given each student for a continuous attempt to eradicate tuberculosis from the campus. Tuberculosis is uncommon before early adolescence and becomes the main cause of disability in early adult life. At first this disease is usually on one side of the chest, begins rather abruptly, and is insidious at the onset. The disease literally steals its way into the chest and establishes itself without any noticeable symptoms for some time. A disease such as this is the first cause of death among college students and especially is this true of female students. For these very important reasons we have the x-ray on our campus twice yearly, and we have found the disease present in some of our students.

We are prepared to treat students for those diseases that can be expected to develop and a limited hospitalization plan is maintained for the more serious illnesses involving surgery or special treatment. Complete medical and surgical treatments are given to athletes injured in competition. There is no limit to the number of calls made for health service of any kind.

The college tries to keep up a modern approach to all public health procedures and I believe it does a good job. We have fine physical equipment, trained personnel, and sufficient funds. Students coming to our college have opportunities to learn how to follow good health patterns from a number of sources.

Now what about the individual's personal responsibility? Take for example our modern knowledge of bacteriology, our engineering achievements and our available information as they affect and control public health. They are indeed marvels in our age, but in our personal lives we are in the horse and buggy stage on many occasions. We are depending too much upon public measures as wonderful and necessary as they are.

Examples are many. For instance no matter how good the roads are, nor how perfect the cars, we go on having many fatal and crippling ac-

cidents. Consider advertising in relation to good health such as smoking drinking, eating etc. The advertisers are doing our thinking for us over the air ways. People evidently do believe these half-truths and gross misrepresentations. Does the individual know? Can he understand or is it that he doesn't intend to struggle for the truth himself. It looks as if he is willing to trust others honest or otherwise. The tempo of our life is fast. We are in quite a hurry so we get time and distance mixed up. We want too much to happen in our lifetime. We are fast becoming materialist and hence our worry. For these worries we take tons of sleeping drugs. It is only another unsatisfying and unhealthful habit. Many keep up the pace and have various nervous problems and many go on to complete nervous collapse which is often times incurable. We plan for bigger nervous and mental hospitals just as we do for schools. Not many hands are raised to question why. Too little attention is paid to the whole person. In most colleges he is taken apart in bizarre ways and given strange and strong treatments. No wonder that he doesn't fit back together again.

Ask students critical questions about themselves. Their answers show too much of their training is done by teachers who themselves have not had appreciable knowledge of the immutable laws of human biology or who are not fervent believers in the body, the mind and the soul triad. We do not go in for prevention personally as fully as we should, we insist on living boldly and dangerously. We still depend upon the public such as the skill of the bacteriologist or the precision of the scalpel to come to our rescue no matter what the trouble may be.

People do have a body, a mind, and a soul. They cannot be separated for treatment or education. They are all together, all being subjected to the ever increasing and persistent stimuli both external and internal, that will affect the whole individual in some way, acceptable or unacceptable, good
(Continued on page 65)

Public Relations at Indiana State

Joe Kish

Acting Director of Public Relations
Indiana State Teachers College
Terre Haute, Indiana

On many instances the question has been asked, "What is the specific work of the Department of Public Relations at Indiana State Teachers College?" Concisely and briefly this question can be answered with publicity, publications, and other related work in this field.

The department is organized to serve those interested in the college, to gain the interest of others in the college, and to publicize Indiana State—its students, faculty, alumni, and its fine educational opportunities.

A better understanding of the department's operation to achieve these objectives can be discovered in a review of the current program.

One of the foremost functions of the department is the operation of a news bureau which disseminates college news to press and radio outlets. The various types of stories released are vast. They may concern educational opportunities at the college, an athletic contest, a concert, a conference or convention on the campus, a visiting lecturer, or any of the hundreds of students, faculty, and alumni. Photographs and newspaper mats are secured as often as possible to accompany any news story.

Most college news, therefore, reaches the eyes and ears of the public, not by chance, but more nearly by the planned efforts of the news bureau.

The outlets used by the news bureau include daily and weekly newspapers, press associations, radio stations, magazines, and campus publications. Of over 10,000 stories released during the 1951-52 school year, many were mimeographed news

releases for wide distribution, but a great number were specifically "tuned" releases to Terre Haute newspapers and radio stations, metropolitan newspapers, and student hometown newspapers.

Individualized stories on students have great appeal with hometown editors, so a constant stream of news releases is kept flowing to these interested outlets. Shortly after a college registration has been completed, the bureau sends out stories on the students enrolled for study. Throughout the school year, typical examples of stories released are those on honor students, members of college music groups and athletic teams, club and organization officers, new members of various campus organizations, and members of the graduating class.

The use of any news story rests solely with the newspaper or magazine editor, or the radio station news director, and their intense interest in educational institutions has helped to make college news publicity successful. All news releases from Indiana State are kept factual and are written in good, journalistic style, so that they can be used as they are received.

The promotion of college athletics may also be cited as one of the distinct news bureau projects. In addition to preparing news releases for major sports, the bureau designs, publishes, and distributes window posters, pocket schedules, and information-on-the-team brochures. The athletic publicity director handles this work along with the exchanging of information with other colleges, the Indiana Collegiate Conference,

and the National Association of Intercollegiate Athletics.

The department also acts as the general information center of the campus and promptly supplies reporters, editors, and other interested persons with requested information. This indirectly accounts for publicity that is not prepared in release form.

In the publications field, the department edits and publishes all college bulletins, which include the annual college catalog and other informative pamphlets. These bulletins, published ten times yearly, are compiled in conjunction with other cooperating departments. In the 1951-52 period under consideration in this article, publications were for freshman orientation week, Homecoming, Founders Day, Commencement, and Alumni-Senior Day. Other releases concerned summer workshops, music workshops, the list of graduates, evening and Saturday class schedules, special education opportunities, and a pictorial presentation, "This is Indiana State."

Other publications presented in recent years include *Going to College*, *Answers to Your Questions About Indiana State*, *A Career in Librarianship*, *Opportunities in Business Education and Commerce*, and many others.

Some of the bulletins, as evidenced, were published for a particular college activity, the bulk being aimed at a general presentation of Indiana State Teachers College, or one of its specific departments. The activity bulletins are sent to alumni and other persons closely affiliated with the college. The informative bulletins, headed by the catalog issue, serve to introduce the college to prospective students. Hundreds of inquiries for information on the college are in part answered by the return mailing of such publications.

Informative bulletins are also mailed to high school and city libraries, school principals and superintendents, V. A. Offices, military educational units, rehabilitation centers, guidance teachers, and alumni.

(Continued on page 65)

The Student Union at Indiana State

Bruce T. Kaiser

*Director, Student Union Building
Indiana State Teachers College
Terre Haute, Indiana*

How many times we hear people say, "No one understands me." This quite readily can be the case of the Student Union Building on our campus. The word "Student" in our title is a misnomer; the College Union is emerging as an integral part of the total educational pattern of the college and serves not only students, but all members of the college family—students, faculty, alumni, and friends. The word "Union" is more apropos because it implies the real goal of our organization—unity of purpose for the college and its family.

Generally, the Union is a "home on the campus" for Indiana State's family; it is the center of all social activity and a central meeting place; it brings together the alumni, students, faculty and friends of the College into a closer working group for the college; it provides opportunities for wisely organized social contact which helps the cultural and social growth of our students; it affords the college an opportunity to be of greater service to alumni, faculty, students and friends.

For the student, the Union provides wholesome recreation in attractive surroundings. Through the various recreational programs, our students develop a feeling of community spirit by active participation in a school recreational project. By having informal daily contact with his fellow students and faculty, the student broadens his vision and learns the importance of proper integration within a social pattern. At Indiana State the Union policies and social programming are developed by a Student Union Board composed of twelve students and three faculty persons. Thus, we propose to teach our stu-

dents how to prepare for work as well as play, to set standards of performance, to discover techniques, and to prepare themselves for the important leadership roles which they will assume as teachers. In this way, we hope to develop a correlation between the academic progress and the social development of the student so that we not only produce professional people with confidence in their academic area, but with confidence also, in themselves as individuals in the community.

For the faculty, the Union provides a Womens Lounge and meeting rooms for business and social gatherings. Informally, over the lunch table, or at arranged panels, it permits the exchange of philosophies and the discussion of common problems and interests. Consequently, the faculty meet each other and learn of problems which exist in other departments. With this understanding, they tend to develop a better feeling of unity among themselves. It is easy for a faculty member to meet casually at the Union with the students. Many times basic problems and conflicts affecting a student's academic progress come to light better over coffee than across a desk. Departmental and area conferences are held in the Union, a central place on the campus. This gives our faculty an opportunity to meet with people in their field who come from different sections of the country to attend conferences. By utilizing the College Union, the faculty wives and husbands find a closer relationship with the college which contributes much to a cohesive faculty unit.

For the College, the Union helps develop a true esprit de corps; it

stimulates the proper social side of education and improves the standard of social activity among the student body. The Union does much to democratize the undergraduate group by bringing them together on common ground and at a common meeting place—thus converting the strong loyalties which build within special interest groups—into a greater feeling of loyalty and unity toward college goals. By having a "drawing room" on the campus, the College can easily attract and receive guests who contribute to our educational program, and who can do much, public relations-wise, to interest future students in our school. Also, by providing opportunity for student employment, the Union helps many for whom it would otherwise be impossible, to receive higher education.

For the Alumni, the Union is a "home" on the campus. It gives them a place to go when visiting the college, is a fine place for them to see old friends and meet with former classmates, and affords a place for alumni banquets and a place to eat on the campus. By having a common meeting place, it brings them closer to the university and helps to develop a closely-knit alumni group. The facilities of the building help the College to be of more service to our alumni body.

In order to bring about objectives and programs, it is necessary to maintain a physical center as a master instrument. Indiana State is fortunate in having a gracious building in the center of the campus. We are able to provide low-cost quality food service in our cafeteria and soda shop. Our banquet facilities make possible the many dinner meetings and social teas in the Union. The auditorium, which seats 1,732 people, not only serves as a large campus classroom, but helps by attracting many cultural events which develop important interests for our students. Our swimming pool doubles as a major factor in our physical education program, and as a place for informal recreational swimming. Hotel rooms, available to faculty and

college visitors, provide a convenient place to stay while on campus.

Thus we find that the Union, as an integral part of the College program, is able to contribute by its informal and human approach; its provisions for activity outside the classroom; and its physical equipment: a College community center designed to meet the out-of-class interests and needs of its members.

Kish . . .

(Continued from page 63)

Included in the overall program is the work of preparing advertisements for newspaper and magazines. Monthly ads appear in the *Indiana Teacher* and the *Teachers College Journal*. The newspaper and professional magazine ads appear less frequently.

In the field of related public relations routine, the department annually designs and constructs exhibits for the Vigo County Fair in Terre Haute, and the Indiana State Fair in Indianapolis. These display college information headquarters make many people aware of Indiana State Teachers College. Students are on duty to answer any questions.

Delving into other types of public relations work, the department arranges and conducts campus tours for individuals, school or civic groups. It cooperates with college and non-college organizations in promoting conventions and conferences on the campus. For such occasions, it provides guest identification badges, campus maps, and display materials if requests are submitted.

In field public relations, the director has represented Indiana State at various College Day programs in high schools and participated in general school visitations.

Reflecting Indiana State Teachers College in a mirror for public approval and acceptance defies measurement, for the work begins everywhere and with everyone. Each student, faculty member, employee, alumnus, and friend of the college is knowingly or unknowingly involved in the gigantic overall public relations pro-

gram. The work of a public relations department would be nil without the faithful cooperation of all concerned with Indiana State's welfare. A faculty member's high school address, a fraternity's participation in a civic fund raising drive, the cordiality of a student to a campus visitor, an alumnus "selling" Indiana State to a prospective college student, and countless similar actions are blended into the complete pattern of good public relations.

Schomer . . .

(Continued from page 56)

Bureau to evaluate the graduates of the particular department. In this way departmental evaluations as well as individual faculty members' recommendations are received. This procedure provides the Bureau with much valuable information about each candidate and also enables each faculty member to participate in the placement program. With but few exceptions individual faculty members and department chairmen refer all vacancies, of which they have knowledge, to the placement bureau. In such cases the Bureau honors any specific recommendations as to candidates the individual reporting the vacancy may care to make. By cooperating in this way duplication of effort and working at cross purposes are reduced to a minimum.

An extensive field service program including follow-up, recruitment, and alumni contact is carried on by the Bureau. Practically all superintendents and communities in Indiana have been visited by a representative of the Bureau. Many principals and schools in the various communities have also been visited.

Each year representatives of the Placement Bureau visit as many first-year teachers as time permits. Written reports of these visitations are brought back to the campus and made available to the faculty. A check, by mail, is made on every beginning teacher near the end of the first year. These evaluation records are analyzed and compared with

similar reports received during the individual's student teaching experience. Results of these analyses are kept in the Bureau and made available to the faculty and administration.

In the near future the Bureau in cooperation with other agencies of the college is planning to hold area or regional and campus clinics for beginning teachers. These clinics will probably be one day in length and will provide new teachers an opportunity to exchange ideas and consult with representatives of the college. Information gathered from the overall follow-up program is beneficial to both the college and the teachers in the field. The college, as a result of the expressed needs of beginning teachers, can provide experiences both curricular and otherwise to better equip its graduates for their first position.

The future of the Placement Bureau seems bright in terms of service to be rendered. With the Bureau completely professionalized, considerably more emphasis is being given to professional counseling. This type of counseling embraces all factors contributing to the satisfactory location and promotion of the individual in his chosen field. More and more students and alumni are availing themselves of this service.

With the continued support of students, faculty, administration, alumni, and employing officials the Bureau will continue to grow in terms of volume and services. Placement, to be successful, must be done on a cooperative basis. In this cooperative enterprise the Bureau has and will continue to serve as a coordinating agency, working in best interests of its registrants, the faculty, college, and employing officials.

Riggs . . .

(Continued from page 62)

or bad. We need treatment and training of the complete entity without fear or prejudice, with intellectual honesty, and with a degree of complete humility before the great moral universe and our Creator.

Fifth Indiana Workshop on Teacher Education

Pokagon State Park

November 9-12, 1952

STEERING COMMITTEE:

Donald M. Sharpe, Chairman, Indiana State Teachers College
R. R. Armacost, Purdue University
John Best, Butler University
Shirley Engle, Indiana University
Curtis Kirklin, Franklin College
Bernard Kohlbrenner, University of Notre Dame
Rev. Walter Pax, St. Joseph College
Graham Pogue, Ball State Teachers College
Helen Sornson, Ball State Teachers College

Progress Report Number Five

INTRODUCTION

The fifth workshop on Teacher Education was planned to provide an opportunity for people in teacher education to study in some detail two unique programs and to discuss their significance for teacher education in Indiana. The workshop was especially fortunate in having as a consultant, Dean Henry J. Kronenberg, Dean of the College of Education of the University of Arkansas, who has been in charge of the experimental program of teacher education sponsored by the Fund for the Advancement of Education, Ford Foundation. The experimental program he described was begun at the University of Arkansas in September of 1952.

Dr. Helene Hartley of the University of Syracuse described the experimental program in teacher education at Syracuse which has been in operation since 1934. Dr. Hartley also served as consultant to the workshop.

The Fund for Advancement of Education was sufficiently interested in the program to send to the workshop their executive associate, Dean O. Meredith Wilson, Dean of the University of Utah.

Dean Wilson had just spent 10 days in Arkansas conferring with representatives of the various institutions cooperating in the program of the Foundation.

Participants in the workshop represented colleges and universities in Indiana that provide programs for teacher education, public school teachers and administrators, the State Licensing and Teacher Training

Commission, and representatives of Indiana's Committee on Teacher Education and Professional Standards. Dr. Hanne Hicks, Professor of Education at Indiana University, served as chairman at all of the general sessions. The steering committee had made definite arrangements for the general sessions well in advance of the workshop on the theme, "Are There Better Ways to Educate Teachers for Indiana's Schools?"

As the Workshop progressed according to the planned agenda, it became evident that there was a much greater need for general sessions devoted to clarification of procedures used in Arkansas and at Syracuse than for small group sessions. Accordingly the time was used by small groups, discussing problems worked out by the Workshop participants during a general session, was limited to an afternoon and part of the following morning.

This report consists largely of resumes of formal presentations given by the consultants, supplemented with information brought out during general sessions in which the consultants answered questions submitted by individuals or questions prepared in advance by groups which had met together for this purpose.

SYMPOSIUM: CRUCIAL ISSUES IN TEACHER EDUCATION

In order to set the stage for identification of problems related to the chosen theme, the Workshop began, on Sunday evening, with a symposium on "Crucial Issues in Teach-

er Education." The participants in the symposium were: Dr. Jacob Cobb, Indiana State Teachers College; Dr. John Scannell, University of Notre Dame; Dean G. R. Waggoner, Indiana University; and, Dr. Max Carmichael, Ball State Teachers College.

A summary of the critical issues identified by each of these speakers follows:

Dr. Jacob Cobb: In the area of education for values are we as interested, or as competent, in showing gains in emotional stability, social competence, and sense of security as we are in showing gains in reading and writing? In strictly academic matters we spend much time, money and energy trying to push and pull the slower learner, but do we follow through consistently in other areas? In physical education, how often do we take those who are in real need of improvement and provide expert instruction for them? How often do we take those who are socially incompetent and provide opportunities for them to increase their competency? How often do we furnish encouragement, stimulation, and enriched facilities and materials for the child who is brilliant intellectually?

In the area of support, do we have all the children in school who should be in school, and do we have them in school as long as is necessary? In what ways can we increase public support for school programs, school services, and adequate facilities in the physical plant? While beginning salaries seem to be approaching a satisfactory level, other issues related

to salaries are still crucial. What provisions for monetary recognition for superior teachers should be made? Are maximum salaries satisfactory?

In the area of the effectiveness of our teaching we seem to be ignoring many of the answers which experimentation and study have given regarding the nature of an effective learning situation.

Dr. John Scannell: In our procedures for teacher selection and guidance into teaching fields, two prevalent practices tend to create critical problems. Prospective teachers seem to be counseled in terms of advice based on current supply and demand data rather than on the job market situation which is likely to prevail when students will actually enter the teaching profession. Some follow the practice of guiding men into physical education as a teaching field when the interest of the person concerned is avocational rather than vocational.

In our procedures for teacher training we need to put forth serious efforts to determine what type of program is best for the student teaching experience, i. e., the single period assignment, a half-day program, or a split-semester program. We need also to secure experiences in the whole field of extra-class activities not ordinarily covered in the student teaching experiences.

We should recognize that we need to institute definite procedures for a follow-up program. Two of the basic problems related to this aspect of our teacher education program are: (a) How can institutions with widely scattered graduates perform this function? and, (b) What should be the relationship of a follow-up program to the "break-in" procedures followed by school corporations engaging the graduates?

Dean George Waggoner: In terms of the greatly increased demand for teachers which we now face, and of the even greater demands which we may anticipate during the next few years, including the secondary level, we must not permit a lowering of our standards in teacher education in order to mass produce teachers.

It will be far better for us to rely, as far as necessary, upon emergency permits than for us to abandon our efforts to increase the quality of our training efforts, or, much worse, to lower our present standards. In my concern for standards here, I am thinking primarily of our qualitative standards—in the admission of students and in our evaluation of their work in particular courses and in the total program.

Second, on the positive side of the ledger, we must do much more than we are now doing in order to help the most capable college students choose teaching as a profession. Recently I had cause to examine the records of a large number of sophomore students. Among ten students in this group, who are sophomores this year, and who made the best records in a very large freshman class last year, not one plans to teach. It is also significant that most of this group are in a state of indecision as to their choice of profession, and under the right conditions might be brought to feel that teaching is the field in which they may make their maximum contribution and from which they may derive the maximum satisfaction.

A third problem to which we should give attention is that of our licensing requirements. Neglecting quality, we give all our attention to quantitative sets of requirements. This certification of teachers fundamentally by a bookkeeping process (a detailed list of requirements that must be completed) carries the unfortunate implication for many of these students that, upon receiving a license, they may safely consider that their education and their general educational development has come to a final and satisfactory conclusion.

Dr. Max Carmichael: In this business of training teachers, one of the chief issues is, what shall be the relationship between our talking about teaching, i. e., theory, and actually teaching, i. e., practice. First, this will involve the relative amount of each. Shall we have more talking and less practice or vice versa? It will also involve temporal sequence. Shall we

have relatively more theorizing ahead of practice or after practice? In the time sequence shall these two be alternated in smaller or larger doses?

We must also determine about the quality or nature of the theorizing and of the practice. Shall we set forth in our theorizing moments a set of principles of both a non-value and a value character and then go out to have the prospective teacher endeavor to put these principles into practice, or shall we start this neophyte out with some practice, and then from whatever problems he can apprehend on his level of maturity of insight into values whose hoped-for fulfillment brings problems, motivate him to conceive other possible and at present non-fulfilled values.

We have also a very difficult issue to solve in deciding how we can get teachers to appreciate, i. e. to have an experience that is predominantly aesthetic. Granted we want to have an aesthetic experience, the problem of how to get it is foremost a psychological or non-value one. The main issues here are first, how much intellectual theorizing about the experience to be liked shall be had, and second, what previous experiences should be had to secure a liking for the given experience.

Our answer to the problems which grow out of these foregoing issues cannot be determined without making some assumption as to the nature and mode of knowledge. Because the value we decide to prefer and the theory of knowledge we select will affect our answers.

This issue, then, is the culminating one. Its answer is the principle that determines the nature of the unity of every group of human beings that exist. Were I to walk into any school building, within a few days I could begin to define the unity of that school in terms of the epistemological theory practiced in that school; I could tell you by the inter-human relations being practiced, because our answer to this epistemological question determines in turn our theory of goodness, and our human relations.

This is the issue that divides our school systems throughout the world into those that are ecclesiastical and those maintained by the state. Instead, this query is coming to signify or epitomize in part, at least, the issue between statism and ecclesiasticism, between a world viewpoint, and a regional or parochial viewpoint, between the on-going process of the human spirit, life itself, and its moral and intellectual induration, in fact, its living death.

THE ARKANSAS EXPERIMENT

as presented by Henry J. Kroneberg

Fifteen Arkansas institutions for teacher education are at work on the cooperative development of an experimental program in teacher education which will be directed toward the following purposes:

1. The improvement of the general education of prospective teachers;
2. The development of an experimental program of professional preparation to consist of
 - a. Appropriate procedures for the professional selection, guidance, and orientation of the student during his first four years of general education
 - b. A fifth year of professional work to be spent partly in on-campus study and partly in supervised internship.

The plan is being developed as an experimental project, to be carried out by the teacher-educating institutions of the state as a part of Arkansas' total program of teacher education.

The project is subject to continuous review with the ultimate object either of establishing the experimental plan as the required program for all prospective teachers, of abandoning it altogether, or of continuing it as a part of the state's total program of teacher education.

A. GENERAL EDUCATION

The Colleges are making plans to begin such changes in their basic curricula as appear to be necessary in the fall of 1952. It is not expected that all of the Colleges will adopt the same pattern or form for the program

of general basic education. The nature and purpose of each College, its present curricula, and the internal organization in case of complex or multiple-purpose institutions will necessarily result in a considerable amount of variation.

Since the matter of study and reorganization of the basic educational program is one that should and would go on with or without the stimulation of the project in teacher education, and since most of the Colleges have been engaged in such efforts, it appears that there should be no serious obstacles to the initiation of some modifications by September, 1952. It is not assumed that a program begun by September, 1952, will be a static program. It is evident that the experience of Colleges within the state and in other parts of the country furnish us numerous illustrations of courses and programs that appear to be quite satisfactory. Our problem, to a large degree, is one of selection and adaptation from existing practice rather than one of invention of wholly new and untried procedures.

The program in general basic education will probably consist of materials in English and related fields, social science, science and the humanities, to assure us of people who have some understanding of the broad fields of "nonspecialized and non-vocational education that should be the common possession, the common denominator, so to speak, of educated persons as individuals and as citizens in a free society."

Some rather specific suggestions for outcomes that would be equally valuable for teachers or for other well-educated people should include these:

1. Ability to maintain health and physical vigor;
2. Ability to read, speak, and write effectively;
3. Ability to understand and to deal effectively with other people;
4. Knowledge of the scientific method in the search for truth and of development of scientific attitudes;
5. Knowledge of the development of human institutions and their significance to citizens in a democratic state;
6. An understand-

ing of man in relation to himself and to others; and 7. A basic understanding of the physical environment and its influences on individuals and groups.

Course materials which appear to be required to meet some of the outcomes suggested above include the following:

1. English and related areas;
2. Health, physical education, and recreation;
3. Development of American institutions;
4. Physical and human geography;
5. Human growth and development;
6. Work in physical and biological science;
7. Work in the humanities to include some attention to the basic principles of art and music; and
8. Human relations.

B. SPECIALIZATION

Students who will probably teach in the secondary school will specialize in fields commonly taught in the secondary school. Since teachers in Arkansas high schools usually teach in two or more fields or in several subjects within a field, broad majors will be emphasized. Majors in fields which are not teaching fields in high schools should be avoided for prospective teachers. Subjects such as philosophy, psychology, geology, journalism, or social welfare do not provide major content suitable for the preparation of teachers, and prospective high school teachers should be advised to select fields of specialization such as physical science, biological science, social science, mathematics, English and related fields, modern language, music, art, agriculture, business, physical education, industrial arts, or library science.

Students who plan to teach in the elementary school will be advised to take work which will give them broad training in several fields rather than a high degree of specialization. Teachers in the elementary school should deal with materials from many fields of knowledge in their teaching duties. Obviously, people whose teaching touches upon art, music, history, geography, English, science, dramatics, mathematics, and other subjects,

need breadth rather than narrow specialization in their education.

C. PROFESSIONAL EDUCATION FOR THE EXPERIMENTAL PLAN

Since the work of the fifth year in the proposed program is to consist of strictly professional work including what has usually been covered in such sources as general techniques of teaching, special methods of teaching, curriculum, and test construction, some attention should be given to pre-professional courses and their place in the education of teachers. In the suggestions under general education, it was indicated that some attention should be given to the development of American institutions. The school should receive extended treatment in such a course. People in teaching often feel that those in other groups lack and understanding of the purposes of the school and the best means of achieving those purposes. The same criticism may be made of many teachers. It is apparent that a course placing great emphasis upon the development, purposes, and achievements of the school should be included in the program of general education for teachers and other citizens.

The materials described under the general heading of human growth and development appear to be in the same category as those dealing with the school as an institution. They are equally useful for teachers, housewives, journalists, ministers, or other groups of citizens and they should be included somewhere in the program of general education designed for teachers and others.

Elementary school teachers have a special need of basic work in art and music since those fields play a large part in their daily work with children. The basic course or courses in these areas may be sufficient for such teachers or they may be advised to pursue additional courses in these areas as a part of their elective work.

D. ELECTIVE COURSES

In addition to the general education courses and the courses required

with in the various field of specialization, some provision should be included for purely elective courses that students may wish to take. Courses in philosophy, psychology, speech, journalism, or any other fields which go beyond the content from those areas included in general education should be made available to students who do not wish to major in those fields but who wish to pursue some additional work in them.

Apart from the problem of determining where to teach students the understandings and skills necessary in teaching, there is another task which must be completed during the first four years. This is the provision of a workable machinery for the professional selection, guidance, and orientation of the student with regard to a teaching career. Whether this machinery should involve required courses (such as Child Growth and Development or Orientation to Education), or student personnel services outside of the organized courses, or both, it would be essential to insure the maximum potential professional competence among students entering the fifth year of the program. If this were not done, and all graduates were automatically admitted to the fifth year, Arkansas would have a "one-year program of teachers education."

Specifically, such a guidance procedure should assure the following:

1. Procedure for selection and identification early in the four-year period of students with an interest in teaching and with apparent potentiality for successful careers as teachers.
2. Adequate understanding by the student of the nature, purposes, problems, and opportunities of the profession which he is entering;
3. Adequate understanding of children and youth, both in and outside of school situations, in order to provide a basis of the student's evaluation of his potentialities and limitations in working with young people;
4. Adequate evaluation by the college and by the student of the student's potentialities as a teacher, in terms of both academic understand-

ings and other essential qualities, to be used as a basis for determining eligibility for entrance into the fifth year.

F. PROFESSIONAL WORK DURING THE FIFTH YEAR

It is proposed that the professional courses be conducted by and through the cooperating colleges unless some of them prefer to terminate their connection with prospective teachers at the end of four years. In such cases, candidates for teaching credentials could work through one of the other colleges and complete the work for the certificate.

In colleges where a relatively small number of people wish to qualify for certificates, the college concerned may wish to discontinue efforts to offer any professional courses since the cost is relatively high and it is difficult to offer the necessary range of courses with a small staff. This decision should rest with the college concerned, but colleges with too few prospective interns to justify, economically, the employment of an adequate staff in teacher education should give serious consideration to the matter of discontinuing professional work.

Since the entire fifth year is to be devoted to professional work including teaching, it is proposed that the work be planned about as follows:

FIRST SEMESTER

First part of semester:

Students spend full time on campus in preparation for teaching, studying such courses as general techniques of teaching, test construction, and curriculum.

Second part of semester:

Students spend part time on campus and part time in observation and participation in the schools in which they will complete the work of the fifth year. The time on the campus could be devoted to special techniques in one or more subjects as determined by the officials of each college. The time in the school should be spent in observation and some participation in teaching. The time devoted to each phase of the work might be varied

devoted to each phase of the work might be varied depending upon the field of study and the competence of the students.

SECOND SEMESTER

During the second semester the student will assume nearly full responsibility for a group of students or a set of classes and carry the work on through the semester.

The ideal arrangement would be to have about half of the students begin the professional cycle in the second semester and half in the first semester. This would keep a constant flow of people ready for the second part of the work and provide the local school with a substantial amount of assistance in handling the teaching. It would also serve to keep the staff members in Education occupied for more of their time and to better advantage.

The above proposal is intended as a rough outline of the content and organization of the fifth year. After such a program is underway, it may be found to be advisable to make modifications in the plan.

G. COLLEGE CREDIT

For the work of the fifth year of the program, credit in education at the college under whose direction the fifth year of work is taken may be given by that college. This credit should be at least 18 semester hours.

Direction of Work for the Fifth Year

Each college which serves as a center for carrying on the work of the fifth year shall be responsible for selecting its cooperating public schools and making the necessary arrangements for teaching stations and the supervision and assignment of students to such stations. Each of these colleges agrees to accept responsibility, as necessary, for the supervision and assignment of eligible students from those participating colleges which do not maintain a fifth-year professional program, eligible students being those who have completed all prerequisites required for the work of the fifth year as set by

the college to which they seek to transfer for the work of that year. Details as to payment of public school teachers for assistance in this experimental project and other similar matters shall be uniform among the colleges and shall be decided by the Executive committee and the Director of the Project.

I. TIME SCHEDULE AND EVALUATION OF PROGRAM

The institutions participating in the project expect to be able to begin immediately with the development of the four-year phase of the proposed program. It is expected that some students may be placed in the fifth year phase of the program as soon as September, 1955.

It is expected that it will be possible to begin a systematic state-wide evaluation and should probably be continued for a period of at least four years after that time. Obviously, the experiment should be subjected to periodic evaluations to determine the effectiveness of the project as a part of the state teacher education program.

THE SYRACUSE PLAN¹

as presented by Dr. Helene Hartley

In 1954, freedom to experiment with the program of teacher education was granted to the School of Education at Syracuse University. It was decided at the outset to have an All-University committee assume responsibility for planning all phases of the proposed experimental program. As a result of the planning at this level an All-University School of Education was formed. One of the unique features of this development was the establishment of dual-professorships. Professors assuming this role are trained primarily in the specialized subject matter areas, but

¹Although there have been modifications, the original plan is fully described in: *A Functional Program in Teacher Education as Developed at Syracuse University*. American Council on Education, Washington, D. C. 1941.

also have considerable training and interest in teacher education. They serve as liaisons between the school of Education and the subject matter department which they represent.

In academic subject areas (the liberal arts) the program extends through five years and culminates in a masters degree. In special areas such as Music, Art and Home Economics, the program is conducted on a four-year plan. It may be necessary, in the future, to make it possible for those students ordinarily included in the five-year program to leave school and teach on a temporary certificate at the end of four years of training. However, the five-year program will not be abandoned during this emergency period.

The scope of the plan as it was developed by the All-University committee covers three main areas:

1. The program of general education is found in varying amounts (in terms of hours of credit) throughout the entire five-year program. It is concentrated during the first two years, although part of the fifth year is given to this phase of the training. This program is essentially the same for both elementary and secondary teachers, although for the elementary trainees it may be distributed a little more evenly throughout the five years.

2. The area of teaching majors includes broad fields of subject matter rather than professionalized subject matter.

3. The areas of professional training in which the functional approach is used. The Syracuse Plan attempts to present theory and practice concomitantly, not theory before practice nor practice before theory. This attempt to bring professional training and practice together runs through the entire five years of the program at Syracuse. Candidates for a high school certificate are enrolled in both the School of Education and the Liberal Arts or other related college at the beginning of the junior year. Degrees are conferred jointly by the School of Education and the related college. The prospective teacher, elementary or secondary, spends the

fifth year in the School of Education.

Each student at Syracuse University is assigned to an advisor at the time of his enrollment as a freshman. If he knows at this time that he will eventually make application to enter the teacher education program, his advisor probably will be a member of the Education faculty who can help him plan his program of general education for the first two years in accordance with the demands of the program which he will need to follow during the last three years.

An orientation course is offered during the sophomore year, not for recruitment purposes, but in order to enable the student to make a more intelligent vocational choice.

A student ordinarily makes application for admission to the teacher education program at the end of the sophomore year. This written statement includes a presentation of how his decision to enter the profession was reached.

Data regarding the applicant are then secured from a wide variety of sources. Personal interviews with a member of the Education faculty and a member of the faculty from the subject matter field in which a student intends to concentrate supply part of the information used. Group interviews have been used with considerable success; this technique seems to bring out facets of a candidate's personality which may not appear during an individual interview.

References regarding each candidate are secured from a number of sources, both outside and within the University community which do not reflect appraisals made in academic situations alone.

Data from the following tests are secured: A.C.E. academic aptitude, Cooperative General Culture, Cooperative Reading, Minnesota Multiphasic. More highly specialized tests, such as the Rorschach, may be used if questions raised through the information received from this basic battery need clarification. A health examination is required, with emphasis on vitality, not mere freedom from disease.

Information from a candidate's scholarship record is also secured and is supplemented with a record of his extra-academic experiences of all sorts with perhaps particular concern for those extra-academic experiences in which he has had direct contact with other people.

These data are reviewed and evaluated by a committee which varies in personnel in accordance with the subject area in which a candidate's major interest lies, but which generally will always include a representative from the School of Education as chairman of the Selection Committee, a psychologist, the appropriate dual professor, and not more than two additional members representing either the subject matter area or Education or both.

Each Candidate's application is appraised by this committee and judgment regarding his fitness as a prospective teacher made on the basis of the following criteria:²

1. Those who would teach should have the physical stamina necessary for long hours of strenuous physical and mental activity, should be free from contagious and infectious diseases, and should exhibit physical vitality.

2. Teachers should be emotionally stable. As generally applied, this means that they should be able to resolve their conflicts rather than allow them to tone and disturb their everyday activities.

3. A high degree of social competence is important. Contributing factors are ability to cooperate with others, social graces, and personal appearance.

4. Those who would teach should be academically competent. More important than what one learns is evidence of ability to so order one's mental activities that he can learn that which he sets out to learn.

"Taken from "Selection of Prospective Teachers at Syracuse University" by Verna White, published in *The Journal of Teacher Education*, March, 1950.

5. The mental abilities of teachers should be such as to render them capable of civic and educational leadership among professional men as well as laymen. (This criterion is already implied but deserves special attention.)

6. Teachers should have an abiding interest in reading and discussing everyday occurrences in fields such as politics, economics, international affairs, social relationships, literature, music, art, science, sport, and movies.

7. Prospective teachers should be sufficiently skilled in oral and written expression that they may accurately set forth their own thoughts and aid others to develop the ability to do likewise.

8. Those desiring to teach should be capable of understanding and extending the psychological, philosophical, and social basis of education. (Students who measure up to the criteria previously stated would tend to qualify with respect to this criterion. Experience, however, teaches that the selection processes must be continuous. This qualification for teaching cannot be evaluated except during the teacher-training program, and not adequately until several years after graduation.)

One of three answers will be given to each applicant as a result of this judgment; (a) the candidate may be accepted, (b) the candidate may be rejected, and given guidance as to other vocational choices in light of evidence obtained, (c) the candidate may be accepted provisionally, i. e. he is permitted to enroll in the teacher education courses with the understanding that questions have been raised about his competency in an area or areas related to the selection criteria. If the applicant can, through a remedial program, raise his level of competency in the area (s) under question, he may request reconsideration of his application.

While the major part of the selection procedure occurs at the time of the actual application, continuous selection and guidance is operative throughout the remainder of a student's training. At the end of each

semester applicant's records are reviewed upon request of any professor, in a subject area or in professional training, who raises a question regarding the advisability of a student's continuance in the program. Forms are sent out requesting such recommendations for review. Students themselves are asked to participate in the continuous evaluating of their qualifications on the work proceeds. They too, may ask for review or guidance.

The functional program in the professional training aspect of the plan has the following sequence of planned experiences which are conducted as a part of the regular courses. For example, student teaching does not receive separate credit, but is one of the means used to achieve the goals of the course in the art and science of teaching.

During the study of Human Growth and Development (during junior year) each student is assigned to work with a group of youngsters, at the age level with which he will most likely work as a teacher, in some sort of work or play situation in which the youngsters are members of the group on a purely voluntary basis. The trainee can thus determine at this stage whether he can "get along" with the type of youngsters whom he will be expected to teach later. If he fails, he will likely literally "lost his group."

During a candidate's senior year he is assigned to a program of observation and participation in the public schools located in Syracuse. This is generally a one-hour per day assignment. By the end of this assignment each trainee selects two public school pupils who represent "special students" for one or more of many reasons. He then works intensively with those two pupils as a part of his professional training using the personnel resources of any part of the University which might be needed to plan an adequate program for his "special students."

During the fifth year of the training program each trainee is placed in a full-time out-of-town, student teaching assignment for a period of six

weeks. This experience is a part of a two-hour unit of work in the total role of the teacher. This block of work includes six credit-hours on the American School, with emphasis on the teacher's role in the community and in society; four credit-hours in research for the classroom teacher on problems close to his work, with statistical and other tools required; a seminar on problems of curriculum and method in his field. During his extra-mural practice the student not only carries on classroom teaching but also conducts studies in each part of this unified course.

In the final semester of the fifth year the professional sequence terminates with a three credit-hour curriculum workshop, in which correlation and integration of subject fields is stressed.

General education courses and graduate work in his major subject round out the fifth year, continuing this pattern of three-fold emphasis—general education, subjects of specialization, professional education—that is characteristic of this program throughout.

THE ONE BEST HOPE OF FREE MEN

as presented by O. Meridith Wilson

The Fund for the Advancement of Education is a separate corporation established by the Ford Foundation to take care of its interests in formal education. In the two years that the Fund has existed, requests for \$500,000,000 have been submitted. During that period, the Fund has had available less than \$20,000,000. Obviously, it has been necessary to limit and define the objectives of the Fund very carefully in order to establish any criteria for selection, for among the many requests that have come in, the majority have been for good cause. Focusing on a few objectives was early recognized as important for another reason. With so many real needs in education apparent, the Fund might have dissipated its efforts in "scatter-giving," soon discovering that its money was swallowed in the great ocean of need without material-

ly affecting its size or character. Only by limiting interest to a few crucial problems could any progress toward affecting or ameliorating be made.

The areas of interest selected by the Fund are not unlike the list of crucial issues identified by your first panel in the earlier discussion of this Conference. The Fund identified five critical areas: (1) clarification of the philosophy and objectives of education for a modern industrial democracy; (2) clarification of the functions and the articulation of the parts of the educational system in the United States; (3) improvement of teaching, both through helping those now teaching and by affecting the level of preparation of those who expect to teach; (4) helping discover means for financing the liberal arts colleges, and (5) education in the Armed Forces.

Your own Conference has been concerned with ways to prepare teachers, with particular reference to five-year programs. Dean Kronenberg has described the early phases of an experiment that the Fund is supporting in Arkansas, which we hope will show us the effect of increasing the level of understanding of the teaching profession. We are interested in this experiment because it is our hypothesis that the effect will be twofold: (1) it will improve performance in and the significance of the classroom experience, thus giving students a greater respect for education as a process, and (2) it will give the teacher greater wisdom, hence greater confidence and influence in his community, from which it is hoped greater status will flow. As a corollary of the above hypothesis, the Fund holds that the ills of which public education suffers as a profession may be expressed in economic terms, but they can be cured only through improving status, and status cannot be permanently improved through salaries alone, but only through actually increasing the quality of wisdom of the teacher so that he may command status as something natural to his person rather than as a reflection of his income.

Perhaps the most interesting and disturbing discussion I have heard here has been in two parts. Part one is a kind of anti-intellectualism, which seems curiously out of place in a conference on education, and which I take to be an overly careful statement of a real concern that the teacher be interested in students and not in subject matter alone, rather than an actual disrespect for brains and for superior understanding which brains make possible. The phrase commonly used "Don't teach history, teach children!", may have been a necessary corrective to overformalized classroom procedure, but it should not be taken too seriously. Except in context and as a kind of protest in caricature, it is a meaningless phrase. You cannot teach children without teaching them something. Neither "to teach children" nor "to teach history" is a completed thought. The verb "to teach" requires the teacher, the child, and the subject, and if the subject is well handled in terms of the child's age and understanding, the teacher has done well. The "what" of education can no more be left out than can the child.

Part two was the product of a very interesting discussion in a committee session on recruiting of teachers. As has been suggested earlier, status is an important factor. In the language of Plato, "What is honored in a country will be cultivated there." If education lacks status, or is not honored, it is in some respects the fault of us as educators. We have helped America to increase in prosperity, but have permitted her children to see only the effect and overlook the cause.

Our nation produces so efficiently that it is as though each man were seven men. Our standard of living is the envy of the world. Our hours of labor and the conditions under which we labor are scarcely credited by the common people of the world. But, we don't insist that, as a young child passes through our schools, he see not only this amazing difference, but why it exists. Perhaps this prob-

lem can be best illustrated by reference to our national security.

Whether we like it or not, we live in a world of conflict between communism and western democratic society. The old-fashioned indices of material power in such conflict were the measures of coal, oil, and steel available to the antagonists. In coal, the western democracies outproduce the communist states by 3 to 1, and the United States' resources alone better than match the Iron Curtain Countries. In oil, the West outproduces the East by 10 to 1, and the United States possesses one-third of the Western resource. In steel, the West outproduces Russia and her satellites by 5 to 1, and the United States again outproduces the communist block. Yet in population, depending on criteria used, the communist countries outnumber the free community by a ratio of either 2 or 4 to 1.

In any gang scrap, if ten are pitted against forty, there must be something special about the ten, or they will take a beating. The same is true if the numbers are ten million against forty million, or two hundred million against eight hundred million.

What has been special about America that explains our living standards, our index of power, and our faith in survival in an alien world? It has been our interest in the free individual, our concern that he have every opportunity, and our definition of opportunity as training or education. Nowhere has more been spent in energy, time, money, and willing devotion to see that education was available to the common man. No society was ever so dependent upon education for the maintenance of its way of life. In the face of atomic weapons, education is necessary to prepare us against our enemies and to strengthen us morally against ourselves. The stake we have in education is life itself. Why then is not education honored? Why is it not cultivated among us? Why is it a problem to recruit for a profession upon which we must depend both to save us as

a nation and also to make us worth saving?

We have a captive audience in America from grade one through grade twelve. During that time, if the educational process is made adequately exciting, and if the role of education in the development of our national structure is made properly explicit, every child will leave high school with the respect for education which it deserves. Then education will be honored in our country; and it will be cultivated; and the wisest minds will be eager to join the teaching ranks. Education will be identified as the engine which powers a free society, and being properly appreciated, will more easily perform the task to which it is assigned. In this direction lies the one best and perhaps last hope of free men.

ORGANIZATION AND WORK OF DISCUSSION GROUPS

Special problems suitable for group discussion were formulated during a general session Tuesday morning. From among the many topics suggested, four were chosen on the basis of expression of interest and study groups were formed.

The results of the thinking of each group, as the members considered the problems related to their specific topic, are given in the following summaries, in essentially the same form in which the report was presented to the general session.

Group 1. Improving Our Competencies as Teachers. Rev. Theodore Heck, Chairman; Jacob Cobb, Recorder.

This group, expressed the basic issues around which the discussion revolved, in the form of questions.

1. (a) To what extent should college teachers have experience in teaching at the elementary or high school level if they are to teach students to teach in the elementary or high school?

(b) Is there something in the professional experience gained by working in the elementary and high school necessary to good college teaching or

does the experience serve rather as a testing ground?

2. (a) Is the teaching approach the same for effective teaching at all levels—elementary, high school, undergraduate, graduate?

(b) Are there not certain basic principles of good teaching which applies at all levels?

(c) If there are significant differences, are these differences necessary because of the maturity level of the student?

(d) Are there certain factors which tend to "straight jacket" the college teaching situation?

3. Is it not possible to draw conclusions about good teaching by evaluating the good and poor teachers we ourselves have had?

4. Does good college teaching come largely through knowledge of, and concern for subject matter or does it come largely through knowledge of, and concern for the student as a person?

5. (a) What do we want our students to be like—what should we expect to happen to our students as a result of our teaching?

(b) Do we not feel that teaching is broader than any subject?

(c) Do we not want our students to be able "to walk without us"—if it be in a different direction?

(b) With respect to professional work, is it not our objective to teach student-teachers to be students of teaching?

6. (a) What are the ways of determining how good we are as teachers?

(b) Is there a need for discovering additional, valid criteria for measuring good teaching?

Group 2. Providing Qualified Teaching Personnel.

Henry McHargue, Chairman; Nettie Leasure, Recorder.

Teacher recruitment is a constantly recurring problem whenever teachers assemble. This group, recognizing the importance of American education as the cornerstone of our democratic society, made the following proposals:

I. We believe that it is the respon-

sibility of the schools to see that every individual develops a consciousness of the basic nature of the school as an institution in our culture. We therefore make the following recommendations for the implementation of this belief:

(a) That each elementary school study its program with a view to deciding where children could be appropriately helped to develop an appreciation of the place of education in a democracy.

(b) That the program of study in the secondary school, especially in the social studies, include the study of the development, and the central importance of education in our civilization.

(c) That it is the responsibility of the college and university staff to include as a part of general education for every student a study of the importance of education in the democratic way of life.

(d) That it is the responsibility of every teacher and teacher's organization to stress to the lay public the basic importance of education to the continued progress of our democratic culture.

II. We recommend an immediate attack upon the following crucial problems:

(a) Salary improvement

(b) Satisfactory working conditions

(c) Teacher security

(d) Improvement of professional attitudes, including the development of F.T.A. chapters in colleges, and F.T.A. clubs in high school

(e) Provision for more efficient school units through consolidation and other means

(f) Development of a strong, properly supported, professionally staffed, non-political state department of education.

III. We believe that the improvement of educational standards, both in the study of subject fields and in the study of human development, can contribute to the solution of these problems.

Group 3. Content and Sequence

of Professional Theory Courses as Integrated with Experiences with Children. Leland Moon, Chairman; Bernard Kohlbrenner, Recorder.

This group dealt more directly with issues arising out of the presentation of the two five-year programs for teacher education. They summarized their conclusions in the following manner:

1. We recognize that some of the greatest benefits that we have obtained from our committee work have been in the opportunities that we have thus had in sharing our experiences.

2. We believe that we can assist each other if we continue to work on the problem of analyzing agencies providing for experiences with children and reporting to the group.

3. All of us are agreed that laboratory experiences are a necessary part in the preparation of teachers and that there must be selective staffing of our colleges with instructors who are sympathetic with this view. The direction and supervision of students' planned experiences should be considered a legitimate part of an instructor's load.

4. Experiences in relation to all our theory work should be stressed rather than concentrating experiences in one assigned time or place.

5. The merit of laboratory experiences in General courses should be recognized and encouraged.

Group 4. Basis for Certification of Teachers. Earl C. Bowman, Chairman; Sister Priscilla Mandabach, Recorder.

1. It is recommended that all institutions engaged in teacher education be notified whenever hearings are held on any proposed change in certification laws.

2. We should continue our search for qualitative means of evaluating student competencies and incorporate them in our certification regulations.

3. In developing a fifth-year program, high standards of graduate work should be established to insure

the improvement of classroom teaching.

EVALUATION

During the last general session, a very brief time was spent in an evaluation of the Workshop just concluded. Commendation was expressed for the excellent planning by the steering committee, the superior manner in which the sessions were conducted by the chairman, Dr. Hanne Hicks, and the generous and tireless work of Dr. Helene Hartley, Dean H. J. Kronenberg, and Dean O. Meredith Wilson.

The general climate of the Workshop was expressive of high appreciation for the profitable experiences made available to every participant.

The group unanimously recommended the continuation of workshops in teacher education and assigned to the next steering committee the responsibilities for selecting a Workshop location; for considering the relative merits of a pre-structured vs. an unstructured workshop; for the relative merits of bringing in consultants for specific problems vs. using our own members exclusively; and for striving for a balance of participants representing the people who determine policies at the college and high school levels as well as those actively engaged in programs of teacher education in the state of Indiana.

ROSTER OF PARTICIPANTS

Dr. Hanne Hicks, Chairman, Indiana University; Dean H. J. Kronenberg, Consultant, University of Arkansas; Helene L. Hartley, Consultant, Syracuse University; Dean O. Meredith Wilson, The Fund for the Advancement of Education;

Paul Alexander, Purdue University
Jennie Andrews, Taylor University
R. R. Armacost, Purdue University
Mable Arnold, Earlham College
J. W. Ashton, Indiana University
Howard Batchelder, Indiana Univ.
John W. Best, Butler University

Howard Book, Manchester College
E. C. Bowman, DePauw University
Wenonah Brewer, Indiana State Teachers College

Richard Burkhardt, Ball State
Max A. Carmichael, Ball State
Lucile Clifton, Ball State
Mother Clarissa, St. Benedict
Lula Cline, Marion College
Jacob Cobb, Indiana State Teachers College

Edward Coleson, Huntington College
Joe Craw, Supt., New Castle, Ind.
William Cunningham, Notre Dame
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H. H. Whistler, State Dept. of Public Instruction
Earl Wood, Supt. of Schools, Franklin, Indiana
Lutie Young, Wabash High School

Book Reviews

Joan of Arc: A Narrative Poem by Sarah Larkin. New York, N. Y., Philosophical Library, Inc., 1951, pp 50 \$2.75.

In *Joan of Arc* Sarah Larkin has carried out an interesting literary experiment: the adaption of the fictionized biography of a famous person (for several years a popular prose type) to the free verse field. The author assumes that near the end of her life "the Maid of Orleans" in her prison cell is reviewing the significant things of her life, sharing with the reader her thoughts, visions, and experiences. As the publisher has well said: "It is the story, too, of spiritual development, and one is conscious of the self-discipline and courage required to walk the long path from the life of a simple village maid to that of a martyr."

As is almost inevitable with a poem so long, there are prose passages and they too often occur at a point where high poetry would be expected. However, the book shows much study and seems to accomplish its purpose. It seems well worth an hour of one's devotional-reading time.

—Mary Reid McBeth
Professor of English
Indiana State Teachers College

Social Studies in the Secondary School. By C. D. Samford and Eugene Cottle. New York. McGraw-Hill Book Company, 1952, pp 371 + viii, index. \$4.25.

This is a new book, not a revision.

Its emphasis on democratic procedures is good. There is no undue stress on method. The beginning teacher should welcome the sane treatment of the unit method. He will also find help in the areas of assignment, supervision of study, testing, and evaluation. An attempt is made to provide some assistance to the teacher in the junior college.

Lengthy lists of suggested readings accompanying each chapter. A practical section at the end of the book suggests specific sources of teaching aids. The chapter on audio-visual aids would be more helpful if it were illustrated and if it were made more specific.

The last chapter, on the improvement of social studies instruction, contains material which is of value for teachers in every field.

R. H. Gemmecke
Asst. Prof. of Social Studies
Indiana State Teachers College

Geography of Living Things by M. S. Anderson. New York, N. Y.; Philosophical Library, pp. 202. \$2.75.

This book deals with a phase of Geography, too frequently overlooked. It connects the biological with the physical and the human sides, and may well be termed Biogeography.

Because of the great advances in scientific knowledge and technical skill man often forgets that he is still of the animal world and still must conform to most biological laws. In spite of man's apparent mystery of physical and chemical laws and processes he still has much to learn about biological laws. Man's control over

biological laws and processes is comparatively slight. We have learned to split atoms and fly faster than sound but we still must eat to live, and we have failed to control on a large scale the rate at which the number of people on this earth shall increase.

It is in an attempt to solve numerous problems similar to those enumerated that Biogeography plays a significant part. This field of study ties up the relation between biological laws and those of the physical environment.

In an early chapter the author discusses man as an animal and his physiological needs. This discussion is followed by one which points out the direct effects the physical environment has on man.

Three chapters deal with man and his food. The latter part of the book presents the importance of soil in the adjustment of man. It would seem more logical to have discussed soil with other factors of the physical environment.

On the whole there is little information presented that is new. The sequence of material discussed seems a bit awkward. This seems especially undesirable since this book is one of a series called the "Teach Yourself" Series.

On the constructive side, the material is interesting and well written. The author seems to have a good grasp of the subject and presents it clearly. The last sentence of the book sums up well the significant import of the author's thesis—"Let us teach ourselves to work with her, (the earth) not against her, to be grateful for her gifts and use them well. . . ."

G. David Koch
Professor of Geography

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JAMES CRAWFORD, School of Business, Indiana University.

MISS BERRIEN WILLIAMS, Hadley Technical High School, St. Louis, Mo.

JACK JONES, Training Director, Indianapolis Business Machines Co., Indianapolis, Indiana.

DR. ROBERT BELL, Department of Business Education, Ball State Teachers College.

MARVIN SMITH, principal, Charleston (Illinois) High School.

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MISS DOROTHY BEECHER, Garfield High School, Terre Haute, Indiana.

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